

Kalamazoo and Education



A SOUVENIR



Presented to the visiting teachers of the Michigan State
Teachers' Association, October 29 and 30, 1914



BRONSON PARK.

Foreword



TEACHERS of Michigan: You are welcome to Kalamazoo. We are glad to welcome you. We are proud to see this gathering that gives us visible evidence of the strength of education in our State. We will take interest in the many meetings that you will hold. We see in the variety of your work proof that you are meeting the problems of our large State with its varied needs. We note your interest in details that show you realize the complexity of those problems and we rejoice to see such evidence of the determination of our teachers to fit themselves for their high calling and to sustain the reputation of Michigan as being one of the foremost in educational progress among the States of our Union.

We have much in Kalamazoo that will invite your interest. We would call your attention to the phenomenal growth of our city, to its great factories, its thriving commercial houses, its banks with their large resources, its excellent stores. We know that you will admire its fine buildings, its homelike residences, its pretty parks and gardens. Of all this we will have more to say hereafter. But for our City we ask of you not only an interest but a sympathetic interest, for Kalamazoo is first and foremost an educational center.

Yes, it is as an educational center our city will be best remembered by our visitors. We frankly claim as great a variety of educational institutions as is possessed by any city of the State. That these institutions have been tried and have proved their efficiency and the high standards that they maintain, that the environment of these institutions is such that their work is conducted under most advantageous conditions. We refer you for confirmation of our claim to the judgment of educators who have visited us, to members of those families who have settled in Kalamazoo for the purpose of sharing in its educational advantages, and to its citizens and its teachers who will show you these things, then you may judge for yourselves.

To aid you in that judgment and to help you to know us better we offer each of you a copy of this little book. In it we give some facts about our city of interest to teachers and all others who desire to share in the uplifting of the young people of the State and fitting them for the higher citizenship. We ask you to keep it as a souvenir of your visit to Kalamazoo. We hand it to you with a smile and a handshake, a welcome and a God-speed.



NEW CENTRAL HIGH SCHOOL.

The Public Schools



KALAMAZOO, like most of southern Michigan, had among its early settlers a large number of families from New York and New England, who brought with them, besides their New England energy and thrift, that inherited interest in culture and education which made that section so dominant a factor in the early history of the country. The New Englander has always an eye to the future, and these men and women helped to put in actual form the ideals of public school work which "Father Pierce" wrought so thoroughly into the legal and administrative side of Michigan's educational system. Here, as elsewhere, in the development of the public education there have been occasional reactions. Here, too, the earning power of a dollar is thoughtfully considered before it is turned to public uses; and, of course, there have been various influences for and against the promotion of public schools of high standards besides the inheritance of strong educational traditions. But from the first the citizens of Michigan have labored to secure good training for their children, and Kalamazoo from its early days has been high in the State's list of good school towns.

The first school was opened in the summer of 1833 in the village of Bronson, situated in the township of Arcadia. Since then these names have given way to the more sonorous title of the present "School District No. 1

of the City and Township of Kalamazoo," and the early district school house has been replaced by a line of succession steadily increasing in numbers, size, and also in more complete facilities for the more extended work which later years have added to school curricula. It was not until 1852 that the



MACHINE SHOP, CENTRAL HIGH.



COOKING CLASS, CENTRAL HIGH.

district schools and separate districts were succeeded by a central graded school, and in 1859 the "old "Union," on the site of the present Central High School, was opened. There all grades were carried on, including the newly established High School, which within a short time met strong oppo-

sition; indeed, the greatest gift of Kalamazoo to the State came as the fruit of this objection to public maintenance of high schools, since the famous Kalamazoo decision by Judge Cooley on the right to maintain high schools opened the way for the enormous growth of secondary education which has been so marked a feature of the development of the States of the old Northwest Territory.



WOODWARD AVENUE SCHOOL AND PLAYGROUND.

As the town pursued its placid course toward becoming the big village, noted through the country in the seventies and early eighties, school buildings sprouted here and there. The first published catalog, in 1860, when Daniel Putnam was superintendent and principal, contains the names of eighteen teachers followed by a list of high school pupils under the divisions "Gentlemen" and "Ladies." The children of the grammar school have



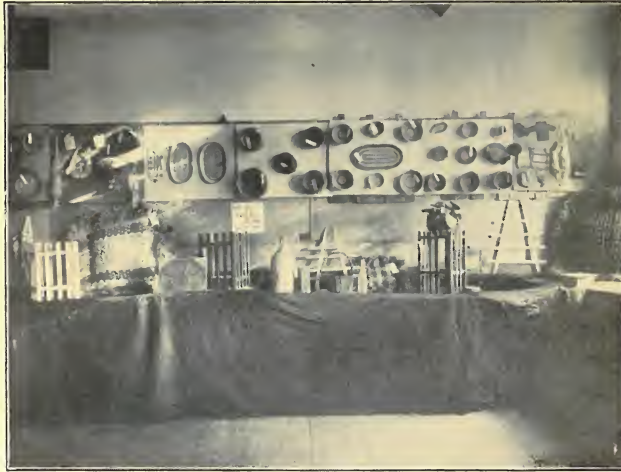
EAST AVENUE BUILDING.

the same proper and manifest alignment. In the primary department the lists are divided by a line between the names that appear masculine and those which seem feminine, but nowhere are boys and girls mentioned. If the traditions of war time are correct, they grew then as they do now, but evidently the vocabulary of education was more

stilted. The enrollment for that year was 1,378 and there were evidently three small buildings outside the Union. The rules in respect to "scholars" printed in the catalog seem to show that there were the same general difficulties in securing cleanliness, Godliness and respect that are familiar to

present-day teachers. For example, the "Rule 8 in respect to pupils" from this catalog:

"Carefully to clean all mud and dirt from their feet, upon the scrapers and mats, before entering the school-room; to keep their seats, desks, and the floor about them neat; and to be cleanly in person and clothing, gentlemanly and ladylike in deportment to each other, and respectful and obedient to teachers."



WORK FROM SPECIAL ROOMS, 1912.

In 1876, when Superintendent Austin George presented an interesting report with the history of the local schools to that date, the enrollment was a little above 2,000. There were forty teachers; the rules against snowballs, boisterous conduct, communication in the halls and so forth still appear, but the lists of "Ladies" and "Gentlemen" are not published.

From the centennial year until the early nineties, Kalamazoo progressed in a steady, conservative way and was still, in fact, a big village, though it assumed, in 1884, a city government. The school grew and the old Union, after suffering an earthquake shock, and becoming a point of contention for the voters, was finally superseded by the Vine Street and High School buildings, and other buildings in different sections of the town were added. We still have some structures in which an observer who is historically minded, can trace the dim outlines of the school buildings of thirty and forty years ago, but two-thirds of the present physical equipment of the schools has been secured within the last twenty-five years, at least half of it within the last fifteen years—a fact which has been helpful to the development of modern school spirit and training. Today, if we count the three portions of the new High School building as one, the public schools of the city are housed in ten regular school buildings and in three cottages in which there are special classes. Of these buildings the latest and the most noteworthy

in point of arrangement and equipment for modern school uses is the new Central High School at the corner of Dutton and Vine streets. The older building, standing immediately west, was completed in 1898 at a cost of less than \$45,000. It gave at that time excellent accommodations and was considered ample for many years to come, but within a few years High School grades were established in other parts of the city. The demands for room for the higher grades grew steadily and in 1911 the school district, at its annual meeting, authorized a bond issue of \$280,000 for the construction of a new building. Much time was given to the completion of plans in order to secure the best arrangement of room for the amount to be expended. The construction was not begun until the following spring. The main portion of the building was opened for school use in September, 1913, though the gymnasium had been used in the preceding term.

The portion of the new building west of the Vine street entrance is given almost entirely to the Manual Training Department. On the first



SEWING CLASS, VOCATIONAL SCHOOL.

floor are the shops. By arrangement with the Western Normal School, these shops are also used by their training classes in that department, and for two of them, the machine shop and foundry, the equipment will, during the term of that agreement, be provided by the Western Normal School. The shop machinery and equipment have been set in place by the Normal and High School classes. The second and third floors have the rooms for sewing and cooking; on the top floor are the rooms for free hand and mechanical drawing. The northeast corner of the building is occupied by the Science Laboratories and Lecture Rooms, so placed that the special plumbing and equipment required in this department are concentrated in one part of the building. At the north end of the ground floor is a large room especially equipped for the Commercial Department. Grade and class

rooms supplementary to the accommodations of the old building are distributed on the different floors.

The gymnasium built at the same time has especial value in that it gives equal advantage in Physical Training to boys and girls. It is, in fact, two gymnasiums with locker rooms below and swimming pool that is used on alternate days for different classes. Here, as in the shops, the equipment

is not elaborate but has been carefully planned for specific uses. These new buildings are far removed from the first structure in the township of Arcadia. Indeed, they present a striking contrast to the shaky and shaken "old Union," but they typify the present day demands of public education; between them and "the little red schoolhouse" is the history of all the local schools and

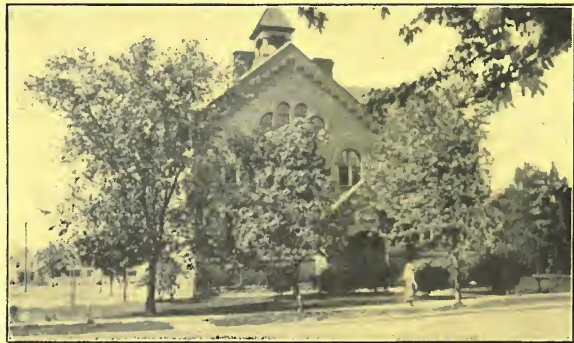


SCHOOL FOR THE DEAF.

especially of the High School. In them and ahead of them is the public education of the future for this community.

CENTRAL HIGH SCHOOL.

The first High School course was carefully planned by Daniel Putnam, then local superintendent, but known throughout the State for many years as Professor Putnam of Ypsilanti. December 6, 1858, classes were started. The curriculum provided for two courses—the Classical and the English. Throughout its history the Kalamazoo High School has amply met a twofold demand on the part of its students. The presence of the Kalamazoo College has stimulated an interest in higher education and the facilities for special work have been increased in recent years through the Western State Normal School. The majority of the graduates of the old Classical and present Collegiate courses have gone on to higher institutions; in fact, for fifteen years, the percentage of the graduates of the local



NORTH WEST STREET SCHOOL.

High School entering higher institutions has not fallen below sixty, and this year at least two hundred graduates of the Kalamazoo High School are registered in higher schools.

A second demand equally provided for has been for a practical education which should fit the graduates for the immediate activities of life. This demand has also been met and with the growth of manual training and the introduction of vocational courses within the last three years, the present high school courses give a wide range of choice to pupils of different aptitudes and offer training as the foundation suitable for any of the serious pursuits of adult life.

The present curriculum provides for three courses:

A Collegiate course meeting the requirements of the University for entrance to its literary course.

The English course, which prepares for the University Engineering department.

The English course, which leads to a diploma but does not prepare for college admission.

In each is a system of elective groups and in each there is the steady attempt to maintain the high standard of work for which the school has stood. The school has sent many graduates to the University of Michigan and to the university of Chicago; others have entered Eastern colleges. The record of its graduates in college and after shows a high percentage of scholarship and shows also individual leaders in the public or business affairs of many communities, from Kalamazoo to New York, from Los Angeles to Beirut.

Naturally, the Collegiate courses were first developed most strongly. In recent years there has been large development in the direction of practical education such as is demanded by the present business and social conditions.

Kalamazoo was the first city in the State to establish manual training by direct vote of the district and the fifteen years of progress in the Manual Training Department have been noteworthy for the steady success of the students in practical work and the steady growth in equipment demanded through the popularity of the course. Not to mention the many graduates who are putting these courses to practical account in other lines, fifty former High School students either are teaching Manual Training or have taught in that department since their graduation.

DEPARTMENTAL SCHOOLS.

The remaining school buildings divide in use and plan into four groups, each of three buildings. First, there are the Junior High or Intermediate schools, having grades from the Kindergarten through Grade IX. The Woodward Avenue, East Avenue and Portage Street buildings thus give partial high school accommodations to parts of town most distant from the

central building. Then there are Departmental Schools with grades from the Kindergarten through Grade VIII in the Vine, Frank and Lake Street buildings. Three smaller buildings, the Lovell, North West and Burdick Street Schools, are now limited to the first six grades. In the fourth group are cottages used for special schools.

For several years the upper grammar and lower high school grades have been conducted as departmental schools in two or three buildings. This was partly to secure advantage in flexibility of courses and in administration and partly to give better accommodations to the different sections of the city. The completion of the new High School building has made it possible



THE FIRST STAGE COACH.

(Scene from Frank Street School's Historical Pageant, 1914.)

to undertake plans and arrangements of senior and junior high schools. All pupils of the three upper grades are now located at the Central High School and the other schools have united in the seventh, eighth and ninth grades in a departmental plan which secures not only the high school flexibility of promotion by subject, but also the beginning of optional courses below the ninth grade.

ELEMENTARY SCHOOLS.

Below the departmental schools just described there are two general plans of organization; the more conventional older method of separating grades and teachers with some added special rooms for special groups, e. g., the Fresh Air Room; second, a modification of the plan first worked out at Gary, Indiana, in which the regular teachers have charge each day of two

special groups or grades of pupils and the special activities, as music, drawing, physical training, are cared for by special teachers. This method allows larger enrollment in the ordinary building and an economy of use through the use for short classes, of rooms unsuited for grade rooms. It is the present plan in all but two of the smaller buildings.

KINDERGARTENS.

This department has been for fifteen years a part of our public school system. Before that private kindergartens had been organized and carried on by the People's Church, but in 1898 they were transferred by a vote of the district to the public schools and have steadily proved their value. Few children enter the primary grades who have not attended kindergarten. The first grade rooms are in close relation with them and their purposes and methods are similar. There is the general aim to secure continued development without abrupt change of method and avoid, also, the older restraint of the set routine, fixed furniture and folded arms of the beginners' class. Chairs, tables and the kindergarten circles are used in most of the primary rooms.

Through the Gary arrangement the old plan of recess is given up and in place supervised play or gymnastics is secured for a period of half an hour in each session for all boys and girls in the primary grades. The arrangement of special teachers and double groups permits this at practically the same cost for teaching involved in the older plan; thus the district has been able to meet the requirement of recent laws adding physical training to the curriculum and to secure that training for all grades with very slight additional expense.

SPECIAL ACTIVITIES.

The modern spirit and the modern city are exacting in their demands on both business and education. Everything is expected to be up-to-date. The disadvantage of organized education is the expectation that it will be brought up to date without expense, whereas in business, financial allowance is made for enlarged work and new forms of activity. The emphasis of recent years has been to get away from the set grades and groupings toward special training for special needs. Kalamazoo's work in this line may prove interesting to others. In 1899 Manual Training was directly established by a school district vote, without philanthropic aid. Indeed, all the development of special school activities and the increase in buildings have been secured by public cost without donations. This is just now both a boast and a burden, since it has brought a bonded indebtedness reasonable when compared with the increased valuation and equipment secured, but for the next few years a factor requiring either careful financiering or the same

kind of private interest that is given similar equipment to other cities in the State.

To return to special activities, in 1898, evening classes were established and an evening school has been carried on each winter since that time. In 1901 backward and truant boys were separated into an ungraded room, which has since been kept up. In 1904 a special room for oral instruction of the deaf was established. This has had a small enrollment, but the helpful results in individual cases have been valuable and would be interesting for description if space permitted. In 1905 the first room for more careful treatment of backward and sub-normal pupils was provided in Vine Street School. The study of the problem of retardation has not only modified school grading, but has shown the necessity in the larger buildings for special rooms of the kind mentioned until that division has now reached six rooms and at least one other would be added if we had a building with accommodations. In 1907 Medical Inspection was undertaken. In 1908 summer vacation schools and playgrounds under the charge of the Board of Education were established. For two or three years previously, the Board had furnished free use of one or more buildings and playgrounds while the cost of maintenance was met by outside subscription. In 1905 a special inspector in physical training was first employed. In 1912 a dental clinic was established with the generous co-operation of the dentists of the city; and in the spring of 1913, through the co-operation of the Anti-Tuberculosis Society, a Fresh Air Room was established.

SPECIAL ROOMS.

Kalamazoo is one of the cities that has established under the State law an oral school for the deaf, which gives the advantage of home surroundings to young children who have to undertake life with this handicap. The classes are, as usual, small, but the individual advantage is incalculable. Most of the cost of this room is met from State funds.

In several of the buildings there are special rooms for the backward and sub-normal pupils, and recently a Fresh Air Room was established in the Pine Street Cottage. Four rooms are now used for a group of twenty pupils: a school room, dining room, kitchen and sleeping room where the pupils have an hour's nap after the noon meal. The main facts are fresh air and good nourishment, and the success met in overcoming physical disability has brought about open-window experiments in other rooms.

VOCATIONAL AND CONTINUATION SCHOOLS.

Industrial classes were established in 1911 for boys and girls, with temporary quarters in an old school building. These classes are now established at the Central High School and have the use of the new equipment in



Designs and Drawings for
Costumes made in Vocational
classes.

the Manual Training shops and the rooms fitted up for science and art. Two classes of girls have completed the prescribed course and a few boys have undertaken part time work in local shops. Numbers are still small but enough has been done to show:

1. The individual value of special instruction and the financial return that it brings to the individual by increasing earning capacity.
2. The high cost of such work as compared with the older lines of school training.
3. That the value of training for manual work has not yet impressed itself on many parents.

SOCIAL CENTERS.

The growing tendency to use the schools as neighborhood centers for various lines of activities has in the last two or three years been encouraged at several of the buildings. The East Side Improvement Association has held most of its meetings in the East Avenue building during that time and in the last two years similar meetings of the North Side Association have been held in the Frank Street School. In this connection a Social Service Committee of women representing the different departments of school work, organized in 1912, has been very effective in organizing clubs, classes and neighborhood entertainments in the Lake Street, Frank Street and Vine Street Schools. The buildings are open one night each week for volunteer clubs and classes, and the work of direction has fallen on members of this Committee and its volunteer assistants; an excellent beginning in the free use of the school buildings and the interesting of school patrons in social and other gatherings at the school centers, has been started at practically no cost to the Board of Education beyond the lighting and heating of the buildings for the evenings needed.

PLAYGROUNDS.

The city is especially fortunate in having large playgrounds for most of its buildings. Through the Gary plan described above, these are steadily used

through the year, and in addition public playgrounds are maintained during the summer in connection with Vacation schools. The swimming pool has in the summer been open for children from the different playgrounds. It is almost as popular as the "old swimming hole" and much cleaner. The

only drawback is that towels cost two cents and an inspector is at hand to see that they are not tied into hard knots.



LAKE STREET SCHOOL.

described the provisions for special groups. What is being done for the healthy, ordinary pupil in the customary grades? A better form of the question is, "What can such a pupil do there for himself?" To each there is the same answer—"a great deal." The content of the curriculum has in recent years changed almost as much as the organization. The so-called fundamentals are still and must remain the core of the elementary course, since the first purpose of the school is to develop and equip the pupil by furnishing the intellectual tools and a part of the information through which life is intelligently directed.

However much organization and methods may shift, the intelligence and energy of pupils at a given age vary rather slightly while the factors tending to dissipate attention and application on the part of the modern small boy have increased considerably. Probably the tools of mental work, like the three Rs, are not acquired much more rapidly

or perfectly now than they were by the better pupils twenty-five, fifty, or indeed a hundred years ago. But there is undoubtedly a higher and quicker average attainment—a fact due to the more thorough training and to changes in methods of presentation which have increased the appeals to the child's interest even faster than have grown those factors which dissipate atten-

COURSE OF STUDY.

But buildings and rooms that are bigger and better than those of early days do not always insure desired school progress. We have



SALUTE TO THE FLAG.

tion. But beside the older aim of equipment of pupils with "mental tools" the present demands of theory and of life bring emphasis on three other aims:

1. That for all boys and girls good health and good physique should be secured as a foundation for future progress. Physical training and the care of health are now established school functions, in co-operation with the home.

2. That hand work and some elementary knowledge in practical lines of labor are fit subjects for the training of children and should have their proportion of time.

3. That the training given not only to intelligence but to imagination and sympathy through music, drawing and literature, recognized many years ago as desirable, should increase. Here, as in the regular studies,



THE SWIMMING POOL, CENTRAL HIGH SCHOOL.

school organization runs the risk of putting the skeleton of immediate results ahead of the vital interest that shall make these matters factors of adult life. But steadily there is growing both knowledge and appreciation of these arts, which are now definitely admitted into that group of subjects which in the best sense train for citizenship.

Thus while the big village has become a small city and is steadily marching toward the class of larger cities its schools have grown in equipment and changed in internal structure in the effort to apply to modern demands the test of these essential aims. Business enterprise has made Kal-amazoo a good place in which to make a living; the public spirit of her citizens and the loyal service of a strong body of teachers have united to put the public schools among the important factors which make the city a good place in which to live.

Kalamazoo College



ALAMAZOO COLLEGE is the outgrowth of the Michigan and Huron Institute, chartered in 1833, receiving its charter as a college in 1855. Its founders were Christian men who believed in higher education under Christian influences. Its present promoters hold this same belief and are conducting a Christian college. Many of its earlier students were preparing for the Christian ministry, and in 1845 there was organized in connection with the Institute, a theological department. For a time the Institute was conducted as a branch Academy of the University of Michigan. When, however, a charter was secured giving full college powers, the theological department was abandoned, Dr.



MEN'S DORMITORY.

Stone, Principal of the Academy, was made President of the College, and a little later, a private school of high rank and great popularity, conducted by Mrs. Stone, was incorporated with the College, since the charter authorized the granting of equal privileges to men and women. Kalamazoo College was, therefore, the first co-educational institution of higher learning in the State, if not in the Middle West; and it was largely owing to the efforts of Kalamazoo that the State University admitted women on the same terms as men.

The growth of the College since its organization has been slow, sometimes fitful, but it has never ceased. It has passed through the struggles, endured the hardships, undergone the sacrifices, and made the heroic efforts incident to all pioneer institutions, and is now out of the woods. Its policy has been from the start, to hold to the best of the older methods and materials of education, and to adopt the new according to changing condi-

tions; and today it stands in the front rank among progressive small colleges with no preparatory, musical or commercial annex.

With just pride in her history, the outlook of the College is always forward. The historical roster includes such names as Stone, Olney, Putnam, Graves, Wayland, Gregory, Brooks, Slocum, Morey, Bemen and Burton among officers, and Henderson, Moxom, Barnes, Nelson, the Osborns and the Stuarts among alumni. Four college presidents, a score of college professors, numerous instructors, and one hundred and fifty superintendents,



BOWEN HALL AND DORMITORY.

principals and teachers in the public schools, are the force from her alumni in educational work today. Several of her recent graduates are now holding fellowships or scholarships in Chicago, Michigan, Yale and Columbia.

EQUIPMENT.

The material equipment of Kalamazoo is beyond that of the average small college. Bowen Hall, erected a few years ago, is as fine a general college building as there is in the state. The new gymnasium, with its apparatus, is adequate to all demands. The Men's Dormitory affords the best student quarters in the city. Ladies' Hall affords a comfortable home for women. Kalamazoo athletes captured several championships during the last season, and at oratorical and debating contests, Kalamazoo stood above the average. Some of the departments are uniquely equipped. All

departments possess facilities for doing most thorough work. The income from an endowment of nearly \$600,000.00, together with the fees for tuition, affords means to carry on the present work of the College without deficit or special soliciting of funds.

IDEALS.

Kalamazoo believes in the small college; in its distinct function in the great scheme of education; in its having a peculiar place to fill among educational institutions; and it is constantly striving to fit itself into its



KALAMAZOO COLLEGE GYMNASIUM.

place. Recently there has been made a thorough, logical revision in the courses of study so as to give a broad education based on the humanities and sciences. These courses have been so arranged that the student will do sufficient advanced work of some one kind to stimulate scholarship and develop intellectual independence. The objective is intelligent, wholesome, earnest manhood and womanhood: the means, the use of all phases of college life,—class-room work, library and laboratory work, social life, and the various organized student activities. Kalamazoo College has always held the sound educational theory that higher education should help in the formation of right ideals of thinking and doing and living; that it must not only train the mind to think, but the imagination to see, the heart to feel and desire, and the will to determine and have, to be, and to do that which is noblest and best; that “the chief end of all education is the making of manhood and womanhood; that it is the process of developing a power within which will enable the human being to dominate the instincts and habits of his animal nature, and direct his life by the light of reason.” Man is a part of the natural world, but he belongs also to the world of mind and spirit. Education is to give him the power of intellectual freedom, make



KALAMAZOO COLLEGE ATHLETIC FIELD

him sensible of the duties and worthy of the privileges of a person in the midst of a universe of things. College education is to transform the school-boy and school-girl into the man and woman of the world, who can move freely and familiarly in the midst of the world's varied activities, speak its language, become conversant with its thought and manners, and interpret its life. Education is to develop power and spiritual responsibility for the use of that power. It is to fit the student to take his place, to do his work, to play his part in the great community of his fellows.

Instead, therefore, of trying to compete with universities, where vocational, technical, and professional training and specialization are the rule, Kalamazoo is trying to afford a training to be undergone for the sake of learning, and for the benefit of the State as well as the individual; to fit for citizenship and leadership rather than equip for a trade; to prepare for living, rather than for making a living. It is, therefore, attempting only strictly undergraduate college work. In both entrance and graduation requirements, it emphasizes what are known as the humanities and science. It emphasizes the humanities,—the great world languages and literatures,—because they are the conservators of the great human forces which make for the advancement of knowledge and the civilization of the world; because they develop both capability and resources; because they give the student a knowledge of man as he has been and as he is, and of the intellectual and moral world; because they put him in possession of the race experience, so that in his own mind he holds the treasures not only of the world where he lives, but of the past with its arts, customs, manners, institutions and achievements. It emphasizes science because this gives indispensable knowledge of the multitudinous phenomena of the external world; because it is a liberal and liberalizing study; and because its pursuit is a training in habits of precision, of accurate observation and of closely articulated reasoning.

Moreover, Kalamazoo College believes in, and insists on, a training in the accurate expression of knowledge. The ability to put thought into correct and accurate form, essentially characterizes a free spirit in the world of mind. To see, to think, to feel, and then to remain silent, is an intolerable bondage. The educated person is expected to understand his vernacular and possess some appreciation of its power and the beauty of its literature.



COLLEGE LAKE.

The college man is expected to speak "as to the manner born," not as a barbarian. He alone can give vitality to knowledge, who has acquired the power of communicating it to others.

To prevent an unwise choice of studies, the College requires the student, early in his course, to choose a chief, or major subject, and two others, one closely related to this and the other remote from it in character. To stimulate accuracy, thoroughness, and depth, he pursues his major three years; and to secure breadth, he pursues his two minors two consecutive years. Besides these, he must have had at graduation two full years of foreign language in college classes, with at least one year of science and one year of history, in addition to his year of American or English preparatory history. He must have studied English composition and public speaking one full year. In addition to these requirements in major and minor work, in English, in science and in history, he will have had in electives sufficient study of philosophy, English literature, history, economics, political and social science, Biblical literature, and foreign literatures, to complete his course.

The student also will have had abundant time and opportunity to interest himself and engage in all college activities, social, religious, literary

and athletic, without overdoing any of them. He will also have had, during his entire course, a competent faculty adviser of his own choosing, who has been available to help him in everything from the choice of his studies to the choice of a life career, and to help him to a fair start in his chosen vocation.

This is the idea at Kalamazoo of the function of the small college: "To develop and conserve the resources of intellectual, moral and spiritual



WOMEN'S DORMITORY

power among students; to deliver free spirits from the bondage of authority of tradition, of public opinion, of passing fashion and prejudice; and to direct these liberated, human forces to the highest ends." This seems the aim of education so far as it is carried on in the small college; and this is the endeavor of Kalamazoo.





NORMAL SCHOOL.

Western State Normal School

THE story of this institution's life, growth, and service is brief in years but it presents several features which the teachers of the State may note with satisfaction. The outstanding items of the ten years' progress of the School from its establishment in 1904 are set forth in the following paragraphs and in the pictures.

SITE

The legislature that convened in 1903 passed a bill providing for the establishment of a fourth State Normal School in Michigan. Governor Bliss signed the bill and the State Board of Education selected Prospect Hill in Kalamazoo as the site of the new institution. This location puts the School within fifteen minutes' walk from the center of the city, and gives it an elevation commanding a panoramic view of the city, the beautiful valley of the Kalamazoo River, and the distant hills.

The area of the original site is twenty acres, which will give room for the buildings, when the whole group eventually is erected. Landscape work has been started and as means are available the site will be made to utilize all of its natural advantages.

BUILDINGS

The first session of the School began in July, 1904, and was held in the Central High School building. The first year the work was done in the old College building, since removed, on Lovell street. The second summer term was accommodated in the Central High and Vine Street buildings. In the fall of 1905 the Administration Building was completed and the School was housed in its permanent home.

In 1907 the Gymnasium was completed, as was also the addition to the Administration Building, connecting the latter to the Gymnasium. The

legislature of 1907 made an appropriation for the Training School Building and this structure was completed in 1909. The legislature of 1913 made an appropriation for a Science Building and a heating plant, and these two buildings will be ready for occupancy early in the year 1915.



WESTERN NORMAL VS. NORMAL COLLEGE.

Visits to the buildings now in use will afford an idea of their splendid roominess and adaptation for comfort and success in daily work. The new Science Building can hardly be appreciated in its present incomplete state. It stands 150 feet west of the Gymnasium and is a full three-story structure 148 feet long and 80 feet wide, running north and south. The main entrance is to the east, and as will be seen the exterior architecture conforms to that of other buildings on the campus. The Departments of Geography and Psychology will be located on the first floor; the Biological Sciences (botany, zoology, physiology, nature study and agriculture) on the second floor; and Chemistry and Physics on the third floor.

ATHLETIC FIELD

The legislature of 1909 made an appropriation for the purchase of an athletic field. In 1913 the State Board of Education authorized the purchase of a splendid tract of thirteen acres of ground lying just across Oakland Drive from the Normal School.

The field has been carefully surveyed, graded, drained and seeded. Thoroughly modern football and baseball fields will be constructed and eventually suitable stands and bleachers will be erected. A modern quarter-mile cinder track will be included.

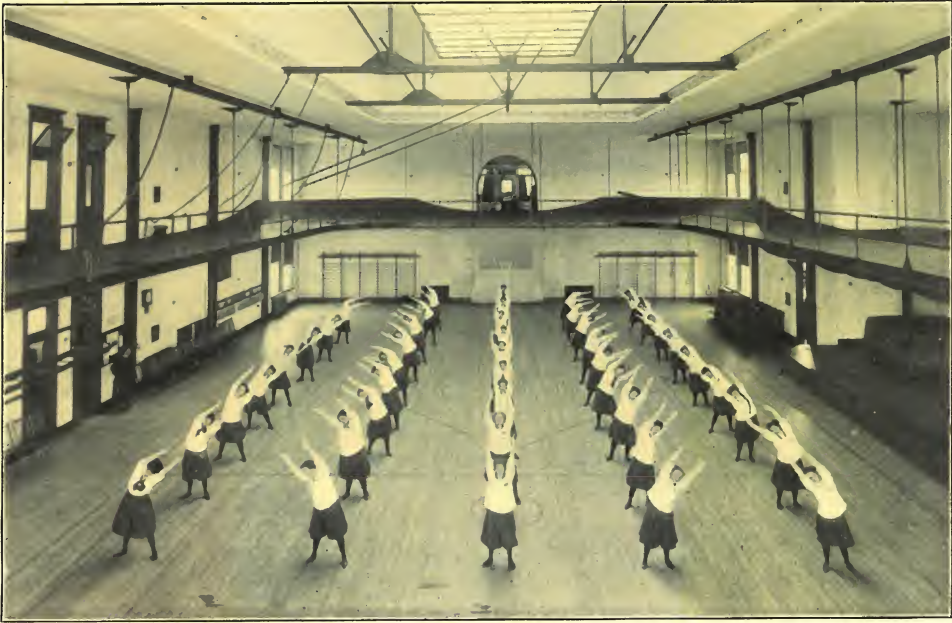
The athletic field will be made serviceable and attractive in every respect. Students, graduates, instructors and friends outside of the School have contributed generously of funds toward the purchase and equipment of the new field.

THE LIBRARY

The Library began its existence as an organized department in the fall term, 1905. It then consisted of 1,195 volumes. Since that time the Library has grown, not rapidly but steadily. In October, 1913, the Library passed the 10,000 volume mark that in the library world divides the class called

"small libraries" from the class called "libraries." At the present time the Library numbers 12,000 volumes, which have been carefully selected and accessioned.

The Library regularly receives periodicals to the total number of 146, and possesses 34 complete sets of the most needed magazines. At the present time students of the Normal draw for reference about 735 books



GYMNASIUM CLASS.

each week and also draw for additional use in the reading room about 2,100 volumes a week.

PICTURE COLLECTION

The Normal School owns an unusually fine collection of pictures representing the best examples of art in the various schools. These consist of Braun photographs, carbon prints, hand-colored reproductions, and steel engravings. The picture collection numbers at the present time one hundred seventy-three.

There is one original oil painting by Theodore Steele. The various schools are represented as follows: American, 25; Dutch, 10; English, 10; French, 25; German, 5; Italian, 10; engravings, 30; and photographs, 58.

ATTENDANCE

The Western Normal has won favorable standing in the commonwealth and recognition of the School is shown by the patronage of the

section of the State for which the School was primarily established. In the summer term, 1914, the enrollment from Michigan represented 44 counties and 227 different towns and cities.

Among the counties most largely represented were: Allegan, Barry, Berrien, Branch, Calhoun, Cass, Eaton, Hillsdale, Kalamazoo, Kent, Muskegon, Oceana, Ottawa, St. Joseph and Van Buren.

The following table gives the actual attendance of students for each biennial period since the School was organized:

July 1, 1904, to June 30, 1906.....	715
July 1, 1906, to June 30, 1908.....	1,742
July 1, 1908, to June 30, 1910.....	2,684
July 1, 1910, to June 30, 1912.....	2,820
July 1, 1912, to June 30, 1914.....	2,992

The above totals do not include children in the Training School. There have been 1,500 students graduated from the School in the ten years of its life. In the biennial period closing June 30, 1914, 617 certificates were granted in the several courses, as follows:

Life Certificates	370
Extension	17
Graded	126
Rural	104

This is a gain of 52 over the total number graduated in the preceding biennial period.

ORGANIZATIONS

The students of the Normal School maintain four literary societies, namely, the Normal Literary Society, the Amphictyon Literary Society, the Rural Seminar, and the Erosophian Society. There is also a well-organized Geography Club, and a Classical Club composed of students specializing in Latin. These organizations meet regularly through the school year.

There is an Oratorical Association which holds an annual contest in May of each year. A Debating Club has recently been organized. Organizations of the Music Department include a Choral Union and two Glee Clubs, one for young women and one for young men.

The faculty and students of the Normal publish a well-established school journal, the "Normal Record," which is issued ten times yearly.

BUSINESS ACTIVITIES

The School maintains a flourishing noon-day lunch room where meals are served at cost to more than 200 students daily.

The student book store, established in July, 1912, serves all of the students of the School.

In September, 1912, the nucleus of a Student Loan Fund was established by a gift of \$200 from Miss Blanche Hull. This fund has been increased in two years to a total of \$1,100. Money is loaned to deserving students at 5 per cent. interest, on the recommendation of a faculty committee.

COURSES OF STUDY

The life-certificate course requires a residence of two years after graduation from an approved high school. Through affiliation with the University



A LITERARY SOCIETY.

of Michigan, graduates of the Normal School can complete the bachelor of arts course at Ann Arbor in an additional two years. About twenty-five Western Normal graduates are enrolled at the University of Michigan this year and are doing most creditable work. Ten graduates of the Western Normal were granted degrees at Ann Arbor at the last commencement. Three of these are now pursuing graduate work at the University. All of the others secured desirable positions in secondary school work.

The Normal School offers courses of study leading to three classes of certificates: namely, the life certificate, the limited certificate, and the rural

school certificate. Courses leading to the life certificate prepare for: (1) teaching in the kindergarten and first eight grades; (2) for superintendencies, high school principalships and departmental teaching in village high schools; and (3) the teaching of special subjects, including Commercial branches, Music, Art, Physical Education and Manual Training.

The Western Normal has been designated by the State Board of Educa-



A SPRING FESTIVAL.

tion as the special school in Michigan for the preparation of teachers of manual training. By affiliation with the Kalamazoo Public Schools splendid advantages are offered the students in the way of equipment. The Normal School also possesses manual training machinery and equipment of its own to the value of \$8,500.

Two courses which are being worked out here have attracted the attention of the United States Bureau of Education. Courses for teachers of rural schools have been evolved from a meager beginning at the opening of the Normal in 1904, and now two courses are offered. Course 1 requires one year and one summer term of study by graduates of high schools; and course 2 requires two years of study by students who have completed the tenth grade, and one year by students who have completed the eleventh

grade. A total of 420 students have completed rural school courses. A rural demonstration school is used in connection with these courses. This school is two miles from the Normal on the Oakland Drive car line.

In 1905 the State Board of Education authorized the granting of an extension life certificate to mature students who are high school graduates, have taught six years, and who, under the direction of the Normal School faculty, have completed work as follows: three summer terms in residence, and two years of non-resident work. This non-resident work is either (1) class work at some center, within range of the school, so that an instructor can meet students once a week, usually on Saturdays, or (2) carefully organ-



ARBOR DAY PROCESSION.

ized courses taken by correspondence. Altogether more than 200 students have been enrolled and 86 experienced teachers have completed the work in this course.

FACULTY.

At the opening of the Normal School in 1904, the faculty consisted of eleven instructors. In 1914, there were sixty instructors and assistants, selected with reference to special training in their respective lines of work. Among the institutions that have contributed to the training of the faculty are the following: Armour Institute, Albion College, University of Berlin, University of Chicago, Chicago Art Institute, Chicago School of Physical Education and Expression, Columbia University, Eureka College, Harvard University, University of Heidelberg, University of Illinois, University of Indiana, Michigan Agricultural College, University of Maine, University of Michigan, Michigan State Normal College, New York Institute of Musical Art, Northwestern University, Oberlin College, University of Ohio, University of Pennsylvania, Pratt Institute, Sargent Normal School of Physical Training, Terre

Haute Normal School, Wabash College, Washington College, Western State Normal, University of Wisconsin.

The present faculty, selected because of successful experience in chosen lines of work and the exceptional training advantages which are represented, are making happy and energetic use of the facilities provided by the State for the training of teachers. The splendid total of knowledge and culture assembled in the faculty; and a physical property, which on June 30, 1914,



TREE PLANTING BY SENIOR CLASS.

inventoried at \$462,813, are effectively administered by the State Board of Education.

PURPOSE OF THE SCHOOL.

The purpose of the State Normal School is the preparation of teachers for public school service. The Western State Normal is organized and directed essentially to this end. Scholarship, knowledge of child nature, training in the teaching process, and proper attitude toward the work of teaching are essential factors in all professional preparation for teaching. The Western Normal attempts to provide for these ends by giving as thorough knowledge of subject-matter as possible in the time devoted to the work, by stressing the principles underlying the educational process, and by emphasizing the essential ends of service and character.

From the beginning it has been the purpose of the faculty of the Western Normal to insure for the school certain institutional ideas and character-

istics. The faculty have sought to establish the spirit of a thoroughly democratic organization. There are no sororities or fraternities. The ideal of a thorough spirit of co-operation in which each is for all and all are for



THE PRACTICE SCHOOL.

each has been realized to a marked degree. It has also been a constant aim to keep the school thoroughly alive and to provide such conditions of freedom as shall interpose no unnecessary obstacles to the development of initiative on the part of student and teacher.





NAZARETH ACADEMY.

Nazareth Academy

NAZARETH ACADEMY was established in 1897. It was incorporated the same year. The life happiness of the woman depends upon the physical, mental and moral foundation laid by the girl in youth. The neglect to educate and properly train any one of the three fold sides of her nature, results in the ultimate dwarfing and warping of all. Believing that each part of the woman's triune nature is especially holy and vital in the eyes of God, the object of this school is to develop sound, sweet, girlish hearts in fresh, vigorous bodies, ruled by clear, alert intellects. Experience shows that facts, dates, rules, definitions, are soon lost in the crowd of life's duties and joys—but a love of the True, the Wise and the Good, a thirst for knowledge once truly felt, can never be satisfied, and becomes a stimulant to constant effort. The great aim is the endeavor to inspire in every young heart a love of knowledge, for knowledge's sake, a tender, reverent devotion to God and country, with an honest endeavor to make some one happier and better each day.

Special accommodations are provided for a limited number of little girls, under separate and careful supervision.

The beautiful grounds afford ample space for lawn tennis, croquet, golf, and other healthful games and amusements.

The sanitary regulations of the school are carefully directed. The food is wholesome, abundant and varied. Daily exercise in the open air, regular hours, and due regard to hygienic laws in general, are insisted upon.

The home life of the school is emphasized. Special attention is given to good manners and ladylike conduct. The number of boarding pupils

is limited to one hundred, thus securing to each the individual attention of the Sisters.

The design of this institution is to make a home for the resident pupils received. The life is rendered comfortable and happy, and only such restrictions are urged as are deemed necessary for the health, safety and best interests of the students.

The sleeping rooms—no dormitories—are bright and comfortable, tastefully and conveniently furnished.

The dining-room on account of its furnishings, its sunshine, and its



CATHOLIC SCHOOLS.

pretty outlook, is one of the most cheerful places and attractive places in the school. The round tables are about the same size as those in homes of large families; and the service and appointments are pleasing in all respects. Sister M. Lucile is in charge.

THE HISTORY OF BARBOUR HALL.

Numerous applications were made to the Sisters of St. Joseph at Nazareth Academy, Nazareth, Kalamazoo County, Michigan, to take care of little boys. There was no school of this kind where such could be properly cared

for, at moderate rates, in this part of the country. There were children, whose parents were either separated, or one or both dead, who had not sufficient means to go to an expensive boarding school, yet whose relatives did not care to see them in an orphan asylum. This charity appealed to the Sisters, and in 1902 a cottage was erected with accommodations for about thirty, for the purpose of caring for such lads. It was a memorial to the late Betsey Morton Barbour, a venerable lady of Detroit, the mother of Hon. Levi L. Barbour, who departed this world in her ninety-second year, a short time previous, one who had always loved children. None were better qualified to take the place of the absent mother, than the good Sisters, who constantly look after the welfare of the little ones committed to their care. They enjoy every liberty compatible with careful training, every privilege which will be for their benefit. The object of this institution is to care for the lads until they are fitted for college. Ordinarily a boy can care for himself at twelve, and his associations with little boys after that age is neither beneficial to himself, nor to the smaller boys. They are received at the age of five.

It is situated on the large farm at Nazareth. The school halls are up-to-date. The dormitories well ventilated and healthful. The food good. The course of instruction beginning with kindergarten work, and through the elementary studies, up to and including the studies usually required for the eighth grade. The school became popular from the initiative, and at the close of the scholastic year of 1907, the Sisters found that not only the cottage was filled, but a large portion of the convent as well. This prompted the Sisters to erect the new buildings with accommodations for one hundred and fifty, retaining the name of the original cottage. No place in the world are little princes cared for better. The Muldoon-Hickey Band, composed of the little fellows, is a wonder to visitors. The equipment is complete, gymnasium, bath and every modern convenience. The Ryan Athletic Field was inaugurated in 1908. The lakes in the vicinity afford such amusement and sports as they usually give. All and all it is an ideal home. Mother M. Bernard is in charge.

LEFEVRE INSTITUTE.

The first parochial school in Kalamazoo was established in 1851. From thirty to forty children were present at its inception. Two Sisters of the Holy Cross from Bertrand were in charge of it. They remained but one year. They were succeeded by a Miss McGovern. After a few years, the project was abandoned on account of lack of funds. Several attempts were made to revive the school, without permanent success until 1872, when a three-story building was erected on the church premises and a number of Sisters of Charity from Cincinnati took possession. Two hundred and eighteen children were on the school roll on the opening day, and the session closed with two hundred and forty children. The number gradually increased until about four hundred were in attendance. In 1874 the school

was again placed under the charge of lay teachers. After a short period the Sisters of Providence of Terre Haute, Indiana, took charge of the school. They, in turn, were succeeded by the Sisters of the Immaculate Heart of Mary, from Monroe. In 1884 it was made a free school. The Sisters of St. Joseph took charge of it in 1891, when the new building was erected, and from thence on it was known as Lefevre Institute. In 1904 a branch school was established in the southern portion of the city under the title of St. Joseph's, taking care of about four hundred children of that part of the city.

The Institute cares for the children up to and including the 8th grade. There is a High School for the girls in connection with it; also an excellent and well patronized Musical Department. It is situated on the corner of Kalamazoo avenue and Cooley street. Mother M. Raphael in charge. Sister M. Gabrielle, Directress of the school.

ST. ANTHONY'S.

A school for feeble-minded and backward children was organized in 1898. It was situated on a farm about one-half mile north of Nazareth Academy. It was moved to Comstock in 1910. It is in charge of the Sisters of St. Joseph, with Mother M. Colette in charge.

GIBBONS HALL

Is a Collegiate day school for Catholic young men, established in 1907. It is situated at 425 North Park street. A classical course is given its students fitting them for the University. It has about forty students. Rev. G. Horwarth, A. M. C. S. C., is head master.

A NORMAL SCHOOL

Is maintained at St. Joseph's Hall at Nazareth Academy for the education of the Sisters who are to teach in the Parochial schools of the community. It is taught by the Sisters and lay professors. A regular Normal course is followed for such as are to become teaching Sisters. Mother M. Agatha is in charge.

Free Christian Schools



WILLIAMS STREET SCHOOL.

maintained by two societies, for the promotion of Christian primary instruction for the children of our people.



N THIS booklet, which presents in a measure the educational side of Kalamazoo's life to our honored guests, we are proud to include a short sketch of the free Christian schools.

These schools are respectively located at William street and John street, and have been erected and are being

The oldest of these schools, with a comparatively neat school building on John street, was organized several years ago and has one hundred and seventy-five male members on its roll. The parents, realizing that the Public School cannot and may not give the religious instruction which they desire their children to receive, banded themselves together for the purpose of erecting and supporting a school where not only the secular branches are taught, but where their children may receive instruction in spiritual things as well. They feel that not only a secular training is necessary, but a moral and religious training as well, to have their children grow as useful members of the state, society and church. In addition to the above, the children attending these schools are also taught to read and write the Holland language.

The school at William Street is conducted on the same principles and has a membership of two hundred.



JOHN STREET SCHOOL.

The Christian schools of our city have an attendance of five hundred and seventy (570) pupils, and a corps of twenty-two (22) teachers. The graduates, having completed the eight grades of a regular grammar school, of which there were forty in the term just past, are gladly accepted at our local High School, upon presentation of their standing. At present steps are being taken to establish a ninth and a tenth grade.

The school buildings were erected at a cost of \$22,000.00. The schools have a full equipment of modern grammar schools. The cost of instruction is about thirty (30) cents per week for each child. The greater part of this is paid by each pupil, while the deficiency is borne by the societies and individual donations.

Parsons' Business College



PARSONS' BUSINESS COLLEGE was established in Kalamazoo in 1869 by William F. Parsons. It is one of the oldest and best known of the business schools throughout the country. Since its establishment, thousands of young men and young women have received their business training within its doors, and are now filling positions of responsibility and trust in cities all over the United States.



TYPEWRITERS AT PARSONS'.

Many do not understand the place of a high-grade business school among other schools. This school makes no pretence of taking the place of high schools or literary colleges. Its aim is rather to supplement the knowledge received in these schools by subjects relating especially to business, and to teach students to use their previous education in

such a way that it will be of value in the business world.

The policy of the school has always been to encourage students to obtain the very best general education possible before taking up a business course. This enables Parsons' Business College to turn out more efficient business men and women than schools whose standards are not so high.

The course of instruction includes all business branches necessary for either a commercial or shorthand course. Besides this, the student is taught the qualities essential to success in business. There is an atmosphere of "real business" in the school-rooms, and the student cannot be there long without acquiring habits of attention, industry and alertness. He is taught to be orderly and systematic, and is given every chance to develop his individuality.



A CLASS ROOM AT PARSONS'.

Advanced courses are offered in all the departments. These courses are especially profitable to those who have had the commercial work in the high schools, or for graduates of business schools who wish to make of themselves expert accountants, shorthand writers, or typists.

As commercial departments are being rapidly introduced into high schools, there is a growing demand for training commercial and shorthand

teachers. Parsons' Business College offers complete courses for teachers in all kinds of commercial work. Many teachers avail themselves of the summer school to take up this work.

The school building and grounds are located on the corner of Main and West streets, just four blocks from the business center. The building



PARSONS' BUSINESS COLLEGE.

was planned especially for business college work, and is equipped with all modern office equipment for instruction purposes.

A very cordial invitation is given to all persons who wish to visit the school. Visitors are welcome at any time, as school is in session the entire year.

Maher's Business University



HIS business college has a plan of doing work that will be of interest, as it can be applied to any school. The proprietor has been engaged in teaching for over twenty years in the public schools and business college work. He has been a student of civil service subjects and has passed several of the government examinations and received an appointment as collector of customs, but declined the position as he preferred the school work. He is thus well fitted to instruct others who are interested along those lines.

Many teachers find the mastering of shorthand and bookkeeping a very remunerative asset, as it enables them to earn a considerable amount during the summer months by accepting substitute positions, and in this way they can locate in different parts of the country each year and always make a nice little sum besides enjoying the different sights.

The good positions held by many who have received their business training here attest the thoroughness of the work.

Nurses' Training School



THE TRAINING SCHOOL of the Kalamazoo State Hospital was organized in 1891. The school conducts a two-years' course. This course consists of lectures and recitations on Anatomy, Physiology and Hygiene, Accidents and Emergencies, Materia Medica, Medical, Surgical, and Obstetrical Nursing.

Instruction is given in Dietetics, Massage, and Hydrotherapy. These lectures and recitations begin about the first of October each year and close about the 30th of May.

It is required that the candidate for graduation shall have attended two full courses of instruction in a recognized training school, the last one of which shall be in this institution. She must have passed satisfactorily the various tests and examinations in each course. She must have been in the employment of the Kalamazoo State Hospital not less than twelve months, and if she has taken the full course in this school, not less than two years, and be in active service in this hospital at the time that the diploma is given.

This Training School affiliates with Bronson Hospital of this city. The pupil nurses may take a short course in that hospital on surgical nursing.

This Training School has graduated 533 nurses. Many of these have filled important places in other hospitals. Our own Superintendent and Assistant Superintendent of Nurses are graduates from this Training School. The graduates are received without examination in most of the Eastern hospitals for post-graduate work.

Each graduate is given a diploma and a pin at the completion of the full course of training.

Bronson Hospital Training School

The Bronson Hospital Training School was organized in 1907 for the purpose of qualifying young women to become graduate nurses.

The educational requirement for entrance to the Training School is a high school education, or its equivalent.

The course of instruction covers three years, including a probation period of two months. In this course is given theoretical and practical work, including Ethics of Nursing, Practical Nursing and Demonstrations, Hygiene, Chemistry, Bacteriology, Anatomy, Physiology, Dietetics, Obstetrics, Surgery, Materia Medica, Medical and Contagious Diseases, Pediatrics, Hydrotherapy and Massage. The school is affiliated with the Michael Reese Hospital of Chicago, where each pupil nurse spends four months, for the purpose of obtaining a wider experience in the nursing of sick children.



BRONSON HOSPITAL.

The course of training given by the School meets the requirements of the State law, providing for the registration of nurses, and all graduates of the school are therefore eligible for examination and registration. Up to the present time every graduate who has taken the examination has been successful.

Upon the honorable and successful completion of her course, the graduate receives a diploma and School pin.

The graduates are holding responsible positions all over the Union, many of them doing private nursing in Kalamazoo and surrounding towns.

The Public Library



HE PUBLIC LIBRARY and the public schools of Kalamazoo have grown up together. One hundred and twenty-four books, comprising the township library, were turned over to the school district and made the nucleus of the present collection in 1859. This was the year of the organization of the High School. For twelve years the use of the books was restricted to residents of the school district who had pupils in charge, but in 1872 the library was made really public, open to every citizen. The control of the Library has always been, and is now, in the hands of the Board of Education.

After occupying two or three different upstairs rooms in the business district, the collection was moved to its present location at the corner of Rose and South streets in 1892. The neat and simple but artistic gray sandstone building was the gift of Dr. and Mrs. E. H. Van Deusen to the citizens of Kalamazoo, and is but one expression of the deep-seated interest of these philanthropists in the welfare of the city. The outlay for the building and furnishings was \$80,000, in addition to the lot, which the Board of Education provided. At that time it was one of the most modern and thoroughly equipped buildings for library purposes to be found in any city of the size of Kalamazoo, and there was ample room for stock, reading-rooms, reference and research, repair, circulation and offices.

By an annual increase from 1,000 to 2,000 volumes, in the twenty-two years that have succeeded, the number of books has more than doubled, until

at the last report there were in the main library 47,600 volumes. Only one-ninth of these, or something over 5,000 volumes, are works of fiction, which is considered an unusually small proportion for a town library. Literature, periodicals, history, and sociology are next in number in the order named. There are over four thousand volumes in the two branch libraries, making the entire number 51,750.

The circulation has been gradually increasing year by year, until at the last report in July nearly 102,000 volumes had been given out in the preceding year in the main library, and over 24,000 in the two branch libraries.

The Library has particularly gone out to serve the community through its branches in the East Avenue and Portage Street Schools. Ninety-nine




PUBLIC LIBRARY.

per cent. of the 24,000 volumes used there in the past year would never have reached those readers if left in the main library. The children's reading-room, opened in the first years of the present building, when there were but two or three other libraries in the United States having such provision, has

been a strong factor in building up a taste for reading. The sunny room and the open fire, as well as the Saturday story hour, have served to draw the children, and the books once seen have brought them back again and again.

Real advertising methods have never been employed and at present are not only unnecessary but might lead to embarrassing results. The Library is used to the very limit of the capacity of the building. Reading and reference rooms, stack and offices are inadequate to the demand. While the Library has been the hand-maiden of the Public Schools, the College and the Normal have also supplemented their collections by use of the Public Library. Societies and clubs find their material here. The needs of all students are considered in the selection and purchase of books. Nevertheless, though the many schools furnish the chief activity of the Library, town people from all classes, from the professional to the industrial pursuits, find here some provision for their instruction or entertainment.

Evening Schools

HE CHANCE for people at work during the day to use evening time for special training has been well met in Kalamazoo by several Night Schools. For fifteen years the public schools have maintained during about five months of the year evening classes for two or three nights per week at the High School. There are now classes in the commercial branches for boys and girls who have had to leave school on working permits without finishing the eight grades, special classes in English for foreigners who are learning the language, and, in addition, classes in drawing, shop work, stenography and typewriting, bookkeeping; also, in sewing and cooking for those wishing advanced training along these lines. During the past two years, it has been possible to add gymnasium classes, and through the winter the swimming pool is open two evenings a week for women and twice a week for men. For several years, also, the Y. M. C. A. has had evening classes and at present is making special emphasis on "Efficiency Courses"—salesmanship, advertising and the commercial branches. Classes for English for foreigners are also offered. The Parsons' Business College has evening classes with the regular course three nights per week during a period of six months, and Maher's Business University carries on its regular course for three nights per week through the year, and has a class in English for foreigners. Besides these opportunities, the Holland schools have frequently offered special evening classes for newcomers of that nationality who wish to learn English.

Thus the chance for an ambitious student, who has been obliged to cut short his earlier work, is ample. The response to these opportunities in the different schools has been well supported in numbers.

Music



KALAMAZOO has one musical advantage in having a large body of private teachers, of both vocal and instrumental music, who are working hard for the arousing of musical interest and appreciation. The different churches all pay much attention to the music, some of them having very good quartette choirs, and others having chorus choirs, thus giving many young people a chance to have that kind of musical training.

The Western State Normal School has built up its department of music, and not only given instruction in all the regular branches of the subject, but has an orchestra, band, and a large mixed chorus, which sang Mendelssohn's "Hymn of Praise" with the Minneapolis Symphony Orchestra last May. They have also brought artists here, giving Kalamazoo an opportunity to hear Tetrizzini last spring.

There are a number of smaller dance orchestras—Fischer's having a reputation outside, as well as in Kalamazoo. Last year a symphony orchestra was started, which gave a number of concerts in Kalamazoo, and made a successful tour under the Lincoln Chautauqua Bureau.

There is one musical club in Kalamazoo, the Kalamazoo Musical Society. This society holds bi-monthly meetings, at which time short musical programs are given, which are open to the public. The object of the society is musical study. They have given six May Festivals, at five of which the Minneapolis Orchestra has played. To Mr. Oberhoffer and his men is due, in large measure, Kalamazoo's growing appreciation of good music.

Fine Arts



THE ART interests of the city are being developed through various agencies. The Public Schools have for many years sustained a special department for art instruction in the grades and High Schools. Many of the graduates have become special students of art and are filling positions in the commercial and professional fields of the world. The Public School authorities have always shown a genuine interest in promoting the various art activities of the city. Several Commercial Art Schools have contributed from time to time in developing home talent, besides have large correspondence classes in art. The Art Department of the Western Normal School was organized in its second year, 1905. Here students are prepared for general and special work in public school art instruction. These students, numbering many hundred, have carried the work of educating the masses along industrial and aesthetic lines throughout this and many other states. The Normal School owns a fine collection of pictures representing the work of the great national schools of art, in the various

reproductive processes, Braun's photographs, carbon prints, many of which are hand-colored. A large collection of etchings, depicting scenes in Shakespeare's dramas, besides several original paintings.

There are in the city two well-organized art study clubs that meet bi-monthly and make a special study of the history of art. The unifying of the art interests of the city was greatly enhanced by the organization of the Art Association in 1909. The purpose of this association is to promote the art interests of the city, by giving exhibitions of modern works of art, also exhibitions of the work of local artists and craftsmen; to provide art lectures and entertainments, and to purchase works of art. The Association owns several works of art that have been purchased by it, or presented to it. These are now loaned to the Public Schools. At least two annual exhibitions have been given to the public during the past four years. These have largely consisted of examples of American Art, secured through Chicago art dealers, and also through the Michigan and Indiana Federations of art. Local artists and draftsmen have frequently contributed to the success of these exhibitions. A feature of the exhibitions has been the attendance of the school children in large numbers under direction of their teachers—admitted free of charge, with one exception, at which time the school children paid an admission of five cents, and the proceeds were used in purchasing pictures for the new High School.

Illustrated lectures on various art themes have been given to the public. Several of these were secured through the American Federation of Art in Washington, D. C. Professors Zug and Raymond of Chicago University have been secured to give lectures on art and travel before the teachers of the city.

Kalamazoo is very proud of the fine art museum which was opened to the public this year by Hon. and Mrs. A. M. Todd. The collection consists of valuable books and manuscripts, rare porcelains and curios gathered during Mr. and Mrs. Todd's travels abroad, also a number of paintings consisting of originals and copies of the old masters in the European galleries, besides numerous photographs of works of art and places of interest. There are other valuable works of art owned by connoisseurs in the city, who have generously loaned their treasures at different times, thereby contributing to the exhibitions, which have been a great pleasure to the general public.

Kalamazoo has responded equally to any other city of its size in making the element of art and beauty contribute to the general welfare of its citizens, as is evidenced by its interest in providing beautiful parks for the general public, and also in the individual pride shown in landscape gardening. Every vocation is responding more or less, sooner or later, to the desire of the public for art applied to everyday life. So-called fine art, is influencing every walk of life. Art instruction as presented through the public school teachers, has been the greatest contributing factor toward a

general uplift of the masses toward a realization that fine art is not confined to any special class or craft.

It is the inalienable right of every child to be given not only his historical and religious inheritance, his literary and scientific inheritance, but his industrial and aesthetic inheritance. When the arts of peace are given their proper place above the arts of war, then civilization will proceed by leaps and bounds to the ultimate ideal. This is the hope of every true artist and educator.

Drama



FROM those old days when the Greeks crowded their theaters to hear the plays that still demand the admiration of mankind down to the present time the Drama has had in one form or another a great part in the education of the people, and at the present time, in Europe and America, there is a great revival in interest in the dramatic art and especially in adapting it to the needs of education.



THEATRICALS AT THE NORMAL.

Kalamazoo is most fortunately situated to take full advantage of dramatic opportunities. It is half way between Chicago and Detroit and thus is able to get a number of plays of a much higher class than usually come to cities of its size. Most of the leading actors and actresses of the present day have appeared before local audiences. Two fine theaters give ample opportunities for the presentation of plays, concerts and other performances. The dramatic interests are aided through the activities of the Kalamazoo branch of the Dramatic League which is allied with the national organiza-

tion. This league, by guaranteeing financial support, brings plays of rare merit to the city and by lectures and the circulation of literature encourage the cultivation of dramatic taste among our people.

Classes and circles for the study of plays hold regular meetings. Departments of Public Speaking are maintained at both the Normal and the College, and plays of a high order of merit are presented by the student-actors of these institutions. Local musical and dramatic talent is often seen on our stage, almost every season several plays or operettas being given, usually with the object of aiding some charity. These excellent performances are deservedly well supported by our townsfolk.

With these unusual opportunities of securing the best professional talent and with the well-trained amateur companies, we claim the advantages for lovers of this great art in our city are unexcelled.

Clubs



ALAMAZOO boasts of having the oldest women's club in the State, and the third oldest in the United States. This club, familiarly known as the "L. L. A.," began as a Ladies' Library Association in 1852. In March of that first year the library, then the only one in the city, and located in a private residence, threw open its doors to the public. The next year, at the invitation of the supervisors, it was housed in the Court House, but it was moved three times after this, before it took up its permanent abode in 1879, in the L. L. A. Building on Park street, where it still remains.



LADIES' LIBRARY BUILDING.

Fifty, or even twenty-five years ago, the percentage of women who had covered college or high school courses was small as compared with today, and consequently lectures, speeches, club papers and discussions were eagerly listened to, and they satisfied a genuine hunger. For eight years a lecture course was managed by the ladies, who were responsible for many single lectures as well. Mrs. L. H. Stone,

often spoken of as the "mother of clubs," was quick to appreciate the value of serious study for the adult woman, and she taught classes in history for a long time. It was as a result of these classes that the Ladies' Library Club was organized in 1873.

This club has continued active and strictly literary to the present day. Its first rival appeared when the Twentieth Century Club was organized in 1893 by Mrs. Stone. A little earlier than this she had been very active in starting "Isabella Clubs" throughout the State for the study of history and other topics intimately connected with the Columbian Exposition, and it was from one of these that the "Twentieth Century" evolved. Its elastic constitution, and the spirit of energy and friendliness which has pervaded its membership, have kept its number large, despite the tendency everywhere present among women's clubs today, toward small, select groups where social lines are more or less distinctly drawn. It was the first literary club to do active philanthropic and civic work, but its example has been followed by almost every club of its kind in the city, and many social clubs as well.

It was not until 1904 that the women of Kalamazoo came together in anything like a federated movement. This time it was Rev. Caroline Bartlett Crane who led, and the organization formed was the Women's Civic Improvement League. The executive board of the League was made up of representatives from all such women's clubs or church societies as cared to join the movement and contribute towards the work undertaken. In 1912 this club, which had grown to have a membership of about five hundred, re-organized into the Civic Improvement League, and admitted men on equal terms with women.

The League aims to foster and promote all that is best in Kalamazoo's civic life. The coming of many of the things which make living here clean, healthy and happy, has been greatly hastened by the persistent and continuous encouragement and agitation of its members. Outside the city it is best known for this purely civic work; inside the city it is best known for its administration of the work of the United Charities. Two secretaries, two nurses and one savings collector and friendly visitor, are on its pay-roll, while three other people give a large amount of most valuable volunteer service. It is that the League may have permanent headquarters that the women of the city are giving their room rent to this organization during this convention.

There are many other clubs in Kalamazoo whose activities aid in the general educational efficiency of the city; they are indeed too numerous and varied to specifically describe. We may mention, however, the "Alliance Francais" for the study of French language and culture. This club has a large membership and brings lecturers to the city. Several men's clubs exist for the consideration of present-day problems. The Art, Dramatic and Musical Clubs are mentioned elsewhere in this booklet. Our visitors may be assured that in the club life of Kalamazoo, education finds a large medium, both for expression and of support.

The Churches



T MAY not be entirely accurate to say that the reality and efficiency of the religious life is determined by the number of churches in a given community. Still the willingness to organize and maintain our churches indicates fairly well the convictions of the people as to the value and the necessity of the religious life and ideals.

When Titus Bronson, the eccentric and public-spirited "first settler," found others coming to locate at his little settlement, he set aside four blocks of land in the center of the village for public purposes. Two of these now form beautiful Bronson Park; on another stand the Court House and jail; the third, "Church Square," was assigned to the four churches who should first organize and build houses of worship. Here stand today the edifices of the First Baptist, the Congregational, and the First Reformed churches, while the fourth plot is occupied by the fine new building of the Young Men's Christian Association.



A KALAMAZOO CHURCH.



Y. M. C. A. GYMNASIUM CLASS.

The First Methodist church early built where the edifice of the First Reformed church now stands, but soon abandoned this lot and built on the present site at the corner of Rose and Lovell streets. There are now thirty-five churches in Kalamazoo, besides several missions likely to grow into churches later on.

The churches early on the ground were the First Methodist (1833), the Congregational (1835), the First Presbyterian (1835), the First Baptist (1836), and St. Luke's Episcopal (1837). The Roman Catholics began work in the very early days, but the first church, St. Augustine's, was built in 1848. St. Joseph's parish was set off from St. Augustine's parish some years ago.

The Holland people, who began to come to Kalamazoo about 1850, founded churches at once, and now there are ten reformed churches in the city. There are two German Lutheran bodies, though one conducts all its services in English. The Holland churches are about equally divided between holding their services in English and in Dutch.



Y. M. C. A. BUILDING.

The East Avenue, the Simpson, and the Stockbridge Avenue Methodist Episcopal churches are offshoots of the First church, while the First Baptist is the mother of the Bethel and the Portage Street Baptist churches. The First Presbyterian church has a vigorous child in the North Presbyterian church, which in turn has recently established Westminster Chapel near the eastern limits of the city. The Damon Methodist church is just beyond the city limits on the south. The Park Street Church of Christ was founded in 1893.



Y. M. C. A. SWIMMING POOL.

The colored people have two organizations, the Second Baptist (1855), and the African M. E. church (1856). There are also a Free Methodist church, a Seventh Day Adventist, "Church of God," and an Orthodox Jewish Congregation.

In this connection one should not fail to mention the City Rescue Mission and the local post of

the Salvation Army, both of which are doing efficient work along the lines of evangelism and social service.

The Young Men's Christian Association is one of the great institutions of the city, with its fine new building, its gymnasium and its full equipment. Several classes for Bible study for men and boys and about ten shop meetings a week are maintained by the association, and the boys' depart-

ment is especially efficient. The General Secretary is John C. Coburn.

The Young Women's Christian Association with its Sunday vesper services, its clubs for Bible study and the study of social questions, its shop meetings, its cafeteria, and its travelers' aid work, is an institution worthy of all praise. Miss Ida M. Hoebel is General Secretary, and her corps of capable workers are doing much for the young working women and girls of Kalamazoo.

All the churches have Sunday Schools and many of these are large, thriving and well organized.



Y. M. C. A. BOWLING ALLEYS.

Classes especially for students are conducted in several of them and teachers from several of our schools and colleges are members of the teaching staff. Clubs both for men and women are features of most of the churches and many of these not only add

vigor to the work within the denomination but have an influence that is felt throughout the city. A most friendly spirit exists between the different churches and they co-operate freely in movements for the uplift of the community.

The students of the educational institutions of the city are cordially welcomed by the various churches. It will be seen that the churches and other Christian institutions of Kalamazoo are well organized and are helping to make the city a place of Christian homes and high ideals.

Our City



IN CHOOSING a school in which to secure an education, the environment of the city itself is almost as important as the school. Kalamazoo is a clean city in every sense of the word. It is a city of homes; a very large percentage of its people are home-owning. The streets are broad and beautifully shaded, lawns are attractively kept and flowers, shrubbery and vines form beautiful settings for nearly every home.

The health of a city is an important factor in choosing a school. Kalamazoo ranks near the top in this respect. The low death rate of but 11.22 to the thousand inhabitants, is due in a large measure to an efficient Board of Health, municipally inspected stores, hotels and restaurants and a pure and abundant supply of cold, clear water from wells deep in the earth. By a strict and efficient system of quarantine such contagious diseases as do appear are rapidly checked and eliminated. The city and county jointly have just completed the erection of a Contagious Disease Hospital with separate buildings for the care of patients afflicted with fevers, tuberculosis and smallpox. Borgess Hospital, conducted under Catholic auspices, is

located in the heart of the city with excellent equipment. Bronson Hospital, supported by the people at large, is a modern and well-equipped institution. Plans are already underway for the increasing of the facilities of both these hospitals.

Play and recreation are essential factors in both health and education. Few cities in the country enjoy the various sports as does Kalamazoo. Located in the midst of beautiful inland lakes, nearly all of which teem with fish, the sport of catching the finny tribe easily leads all others in popularity. Within a few hours' drive of this city are literally a hundred lakes. Boating, swimming, camping, are pleasures open to all. Nearly every lake has its colony of summer residents, the habitations running all the way from the



APPROACH TO THE COLLEGE.

unassuming tent to the pretentious "cottage" of the wealthier resident. The Kalamazoo river is growing in popularity, amusement parks having been recently built on its banks and a canoe club organized to take advantage of its waters.

The Kalamazoo baseball team has been several times pennant winner in the Southern Michigan Baseball League and games are scheduled regularly during the summer months. Amateur baseball leagues furnish amusement in a city championship contest during the long evenings of summer.

A recently organized cricket club is popularizing the great English game. Country clubs are located both a Gull Lake and just outside the city, with golf, tennis and numerous other methods of out-of-door enjoyment available to all for a low annual charge. Five athletic fields located within the city are the scenes annually of interstate football contests and field days. The younger children are amply provided with playgrounds in every section of the city. The city has one of the best mile race tracks in the country and each year at the Grand Circuit Races the fastest horses in the country furnish enjoyment and excitement to the lovers of the "sport of kings."

Kalamazoo has become famous for its advocacy of good roads and the surrounding country is rapidly becoming an automobilist's paradise. Splendid gravel, macadam and cement roadways are rapidly being built under the encouraging laws of the state. The city is well abreast of the times in its municipal undertakings—twenty-two miles of paved streets and an equal number of miles of electric street railway, eighty miles of sewers and the same amount of gas mains are already in service.

The hotel facilities of a city are an index to its character. Kalamazoo takes great pride in the exceptional hostelries of the city. Four large, modern hotels and fifteen smaller ones provide ample accommodations for all but the very largest of conventions. The stores of Kalamazoo, too, are far better than those usually found in cities even larger. Here may be found a variety ordinarily expected only in the very large cities.

The industries of Kalamazoo, many of which are famous throughout the world, largely lie in the outskirts of the city in all directions. This eliminates the dark and dreary industrial district so often found in the heart of manufacturing cities. Kalamazoo is one of the largest book paper centers in the country. Among its other large products are carriages, stoves, tanks and silos, railway supplies, gas lights, engines and boilers, loose leaf binders, enameled plumbers' ware, stationery, envelopes, saw mills, automobile and seat springs, caskets, paper boxes and electric signs.

Kalamazoo is located almost exactly midway between Detroit and Chicago. Twelve lines of rail, steam and electric, center here and radiate in all directions. Nearly ninety passenger trains leave the city daily.

After all a city is made, not by its location or its railroads, not by its buildings and parks, but by its people. Upon the character of the men and women within its limits must rest the future of the city itself. With all but a very few, white and native-born, we think the people of Kalamazoo are typical Americans—clean, sturdy, progressive and fair-minded. For their hospitality we trust you can bear witness. For them we can say: They are ready to share with all who come the joys and beauties and advantages of

THE SECOND EDUCATIONAL CITY OF MICHIGAN.